



Socialisation

Notes and Exercises



**UNDERSTANDING SOCIETY: AN OPEN UNIVERSITY FOUNDATION COURSE IN THE
SOCIAL SCIENCES**

CONTENTS OF THE SECOND MAILING (THREE PACKAGES)

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The Manager,
Correspondence Services,
The Open University,
Box 50,
Bletchley, Bucks.

PACKAGE 1

Course Units 6–9, Socialisation

Offprints:

- J. M. Skinner, 'Earlier maturation in man'
- H. F. Harlow and M. K. Harlow, 'Social deprivation in monkeys'
- L. Festinger, 'Cognitive dissonance'
- M. Rokeach, 'Nature of attitudes'

PACKAGE 2

Course Units 10–13, Economy and society,

Offprints:

- A. Bandura, 'Behavioural psychotherapy'
- B. F. Skinner, 'How to teach animals'
- A. Thomas, S. Chess and H. G. Birch, 'The origin of personality'

PACKAGE 3

Notes and Exercises 6–9

- Tutor-marked Assignment TMA D100 03
- Computer-marked Assignment CMA D100 42
- Course Notes
- Self-assessment Questions
- Broadcast Notes – Radio
- Broadcast Notes – Television
- Student Timetable

Notes and Exercises 10–13

- Tutor-marked Assignment TMA D100 04
- Computer-marked Assignment CMA D100 43
- Course Notes
- Self-assessment Questions
- Broadcast Notes – Radio
- Broadcast Notes – Television

Letter from the Chairman of the Foundation Course Team

UNDERSTANDING SOCIETY: AN OPEN UNIVERSITY FOUNDATION COURSE IN THE SOCIAL SCIENCES

COSTS OF THE SECOND MAILING (THREE PACKAGES)

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Heathrow Road

PACKAGE 1

Course Units 1-9, 10 (partial)

Outline

1. M. Hirston, 'Social structure in man'

10. R. Hirston and M. Hirston, 'Social structure in man'

1. Hirston, 'Social structure in man'

M. Hirston, 'Social structure in man'

PACKAGE 2

Course Units 10-14, 15 (partial) and 16

Outline

1. Hirston, 'Social structure in man'

10. R. Hirston and M. Hirston, 'Social structure in man'

1. Hirston, 'Social structure in man'

PACKAGE 3

Course Units 15-17, 18 (partial) and 19

Outline

1. Hirston, 'Social structure in man'

Course Unit

10. R. Hirston and M. Hirston, 'Social structure in man'

1. Hirston, 'Social structure in man'

10. R. Hirston and M. Hirston, 'Social structure in man'

1. Hirston, 'Social structure in man'

10. R. Hirston and M. Hirston, 'Social structure in man'

1. Hirston, 'Social structure in man'

10. R. Hirston and M. Hirston, 'Social structure in man'

1. Hirston, 'Social structure in man'

10. R. Hirston and M. Hirston, 'Social structure in man'

1. Hirston, 'Social structure in man'

10. R. Hirston and M. Hirston, 'Social structure in man'

1. Hirston, 'Social structure in man'

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GUIDE TO UNITS 6-9

Unit	Title	Reader Articles	Set book reading	Other reading	TV Programme and Date	Radio Programme and Date
6	Child Socialisation	Dollard and Miller <i>Critical Training Situations</i> Ford and Beach <i>Development in the individual</i>	Hilgard and Atkinson <i>Introduction to Psychology</i> Chapter 11	Bandura <i>Behavioural Psychotherapy</i> Skinner <i>How to teach Animals</i>	Socialisation 20.2.72 (0930) 25.2.72 (1905)	Socialisation: child rearing practices 22.2.72 (1805) 27.2.72 (1900) Refocus 3 22.2.72 (1855)
7	Personality Development	Ogburn <i>The Wolf Boy of Agra</i> Bettelheim <i>Feral Children and Autistic Children</i>	Hilgard and Atkinson Chapter 3, pp. 73-88 Chapter 18, pp. 466-7	Thomas, Chess and Birch <i>The Origin of Personality</i> Tanner <i>Earlier maturation in man</i> Harlow and Harlow <i>Social Deprivation in Monkeys</i>	The mother child relationship 27.2.72 (0930) 3.3.72 (1905)	Personality development: the conundrum of homosexuality 29.2.72 (1805) 5.3.72 (1900)
8	Attitudes and Prejudice	Kelman <i>Three Processes of Social Influence</i> Bettelheim and Janowitz <i>Ethnic Tolerance: A Function of Social and Personal Control</i> Sarnoff, Katz and McClintock <i>Attitude-Change Procedures and Motivating Patterns</i>		Festinger <i>Cognitive Dissonance</i> Rokeach <i>Nature of Attitudes</i> See also Course Notes	Attitudes and behaviour 5.3.72 (0930) 10.3.72 (1905)	Studies in resocialisation of young offenders 7.3.72 (1805) 12.3.72 (0900) Refocus 4 7.3.72 (1855)
9	The Family and its Functions	Vogel <i>The Japanese Family</i> Stemming <i>The Wodaabe Today</i> Gavron <i>The British Family Today</i>	Chinoy <i>Society</i> pp. 93 ff. Worsley <i>Introducing Sociology</i> pp. 134 ff.	See Course Notes	Two families 12.3.72 (0930) 17.3.72 (1905)	The family in Britain and Yorubaland 14.3.72 (1805) 19.3.72 (0900)
				Computer-marked Assignment	D100 42 Due date 7-4-72	
				Tutor-marked Assignment	D100 03 Due date 31-3-72	

STUDENT TIMETABLE

	6.00 6.30	6.30 7.00	7.00 7.30	7.30 8.00	8.00 8.30	8.30 9.00	9.00 9.30	9.30 10.00	10.00 10.30	10.30 11.00	11.00 11.30	11.30 12.00	12.00 12.30	12.30 1.00	1.00 1.30	1.30 2.00	2.00 2.30	2.30 3.00
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Fri																		
Sat																		
Sun							Radio	TV										

	3.00 3.30	3.30 4.00	4.00 4.30	4.30 5.00	5.00 5.30	5.30 6.00	6.00 6.30	6.30 7.00	7.00 7.30	7.30 8.00	8.00 8.30	8.30 9.00	9.00 9.30	9.30 10.00	10.00 10.30	10.30 11.00	11.00 11.30	11.30 12.00
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Wed																		
Thurs																		
Fri								TV										
Sat																		
Sun																		

STUDENT TIMETABLE

	6.00 6.30	6.30 7.00	7.00 7.30	7.30 8.00	8.00 8.30	8.30 9.00	9.00 9.30	9.30 10.00	10.00 10.30	10.30 11.00	11.00 11.30	11.30 12.00	12.00 12.30	12.30 1.00	1.00 1.30	1.30 2.00	2.00 2.30	2.30 3.00
Mon																		
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	3.00 3.30	3.30 4.00	4.00 4.30	4.30 5.00	5.00 5.30	5.30 6.00	6.00 6.30	6.30 7.00	7.00 7.30	7.30 8.00	8.00 8.30	8.30 9.00	9.00 9.30	9.30 10.00	10.00 10.30	10.30 11.00	11.00 11.30	11.30 12.00
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Tues							Radio	Radio										
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Thurs																		
Fri									TV									
Sat																		
Sun																		

THE OPEN UNIVERSITY
Social Sciences: A Foundation Course
TMA D100 03 (covering Units 6–9)

Please return your completed assignment to your course tutor to arrive by 31 March 1972.

Do not send it in more than seven days before this date.

Completing your TMA

Use A4 size paper for your written assignment, and put your name, student serial number and assignment number at the top of every sheet.

Sending in your TMA

Please refer to the *BA Degree Handbook 1972* for full information about the submission of assignments, and guidance on the procedures to be followed if you fall behind with your work.

When you have completed your written assignment fill in Section 1 of the five-part CT3 form, taking particular care to enter your student serial number and the assignment number correctly.

The completed assignment together with the CT3 form should be returned in the envelope provided to your course tutor for marking. Before mailing make sure that you have put your name, student serial number and assignment number on the envelope in the spaces provided.

If you are not fully familiar with the instructions for completing the CT3 form, read the section 'Tutor-marked Assignments (TMAs)' in the *BA Degree Handbook 1972*, starting at page 159.

Units 6–9

Please write an essay of *not more than 1000 words* on one of the topics listed below.

Unit 6

'Reinforcement' is the most potent agent of socialisation. Discuss.

Unit 7

At birth, all babies are the same. Discuss.

Unit 8

'Attitudes are learnt by experience.' What is meant by this statement?

Unit 9

What are the advantages, if any, of taking a comparative approach to the analysis of the family?(NB You should not confine your answer to a general abstract discussion but should also illustrate it, when appropriate, with examples of specific family systems.)

Units 6–9 – Interdisciplinary essay title

Analyse an aspect of your own socialisation that occurred during your childhood, in the light of the information supplied in Units 6–9.

Computer-marked Assignment

THE OPEN UNIVERSITY
Social Sciences: A Foundation Course
CMA D100 42 (covering Units 6–9)

Please return the CMA form for this assignment to arrive at the Open University by 7 April 1972.

Make sure that you know how to use the CMA form, the instructions are given in the *BA Degree Handbook 1972*.

Complete Part 1 of the CMA form for this assignment:

- 1 Write your serial number, the assignment number, the date, and your name, initials and address, in the left-hand box.
- 2 Pencil out the cells corresponding to your student serial number in the serial number box.
- 3 Pencil out the cells corresponding to this assignment number (as shown alongside) in the assignment number box.

ASSIGNMENT NUMBER							
A	A	A	0	●	●	0	0
D	D	●	●	1	1	1	1
M	M	M	2	2	2	2	●
S	S	S	3	3	3	3	3
E	E	E	4	4	4	●	4
T	T	T	5	5	5	5	5
			6	6	6	6	6
			7	7	7	7	7
			8	8	8	8	8
			9	9	9	9	9

Make a note of the time now

BLOCK U

Decide whether each of the statements below is (a) true, (b) false, or (c) undecidable.

- ✓ U1 Children instinctively fear the dark
- ✓ U2 Human beings imitate each other instinctively
- ✓ U3 The most efficient learning results when the right response is invariably reinforced
- U4 There is no discernible difference between the way rats and children learn
- ✓ U5 Dogs have consciences
- U6 The norms of feminine behaviour are the same everywhere
- ✓ U7 Differences in upbringing are the principle reason for adults differing from each other

BLOCK U											
ANSWER								COMMENT 1			
1	A	B	C	D	E	F	G	a	b	c	d
2	A	B	C	D	E	F	G	a	b	c	d
3	A	B	C	D	E	F	G	a	b	c	d
4	A	B	C	D	E	F	G	a	b	c	d
5	A	B	C	D	E	F	G	a	b	c	d
6	A	B	C	D	E	F	G	a	b	c	d
7	A	B	C	D	E	F	G	a	b	c	d
COMMENT 2								COMMENT 3			
a	b	c	d	e	f	g		a	b	c	d

BLOCK V

Decide whether each of the statements below is (a) true, (b) false, or (c) undecidable.

- ✓ V1 The neonate is a *tabula rasa* on which the environment soon begins to have its effect
- ✓ V2 There are many things that the young child can only learn when the correct stage of maturation has been reached
- V3 The main difficulty in 'nature v nurture' investigations is in finding some way of holding 'nature' constant
- V4 The ill effects of maternal deprivation could easily be explained by supposing that the stress which led to the mother going away has also had its effect on the child
- ✓ V5 Freud's theory of psychoanalysis is based upon firm behavioural evidence
- V6 Personality may be relatively permanent but attitudes can change from day to day
- V7 The backwardness of oppressed minorities can be both the cause and effect of the prejudice held against them

BLOCK V											
ANSWER								COMMENT 1			
1	A	B	C	D	E	F	G	a	b	c	d
2	A	B	C	D	E	F	G	a	b	c	d
3	A	B	C	D	E	F	G	a	b	c	d
4	A	B	C	D	E	F	G	a	b	c	d
5	A	B	C	D	E	F	G	a	b	c	d
6	A	B	C	D	E	F	G	a	b	c	d
7	A	B	C	D	E	F	G	a	b	c	d
COMMENT 2								COMMENT 3			
a	b	c	d	e	f	g		a	b	c	d

BLOCK W

- W1 In which of the following circumstances might an adult be most likely to feel qualms of conscience over a certain action:
- A He has previously had it proved to him, calmly and logically, that the action is wrong
 - B He recognises that the action may be against the law
 - C He remembers that the action would be condemned by someone with whom he identifies
 - D He remembers that he has often been punished for the same action in childhood

- W2 Which of the following can be considered to be part of the socialisation process:
- A An Open University Study Centre
 - B A baby's toilet training
 - C A baby learning how to sit up
 - D A grandmother learning about decimal currency
 - E A boy's voice breaking
 - F The onset of puberty
 - G Learning to walk on crutches

BLOCK W											
ANSWER								COMMENT 1			
1	A	B	C	D	E	F	G	a	b	c	d
2	A	B	C	D	E	F	G	a	b	c	d
3	A	B	C	D	E	F	G	a	b	c	d
4	A	B	C	D	E	F	G	a	b	c	d
5	A	B	C	D	E	F	G	a	b	c	d
6	A	B	C	D	E	F	G	a	b	c	d
7	A	B	C	D	E	F	G	a	b	c	d
COMMENT 2								COMMENT 3			
	a	b	c	d	e	f	g	a	b	c	d

BLOCK X

X1 Which of the following might be operational and behavioural definitions of a music lover:

- A He has broad interests across the whole musical field
- B He goes to concerts regularly ✓
- C He values music more than any other aspect of his life
- D He owns hi-fi equipment and a collection of records ✓
- E He reads books and articles on musical subjects
- F He finds music both enjoyable and beautiful
- G He has natural ability in some areas of music

X2 Which of the following statements are borne out by research findings:

- A Age for age, small babies become bored with things faster than big babies
- B Age for age, placid babies become bored with things faster than physically lively ones
- C A small baby's pattern of crying is mainly due to environmental factors ✓
- D The 'threshold of attention change' shows important differences between very young babies ✓
- E Babies who smile readily normally smile even more in response to attention from an adult ✓
- F Psychologists are interested in differences between very young babies because the resultant research findings are unaffected by social interaction between the subjects and the investigator

- X3 Which of the following are more results of the 'nature' of a one year old child than of its 'nurture':
- A Its instinctive behaviour patterns
 - B Its rate of habituation
 - C The age at which it begins to talk
 - D The age at which it is ready to walk
 - E The colour of its eyes
 - F Its physical size
 - G Its ability to respond to adults
- X4 Which of the above are probably due to both nature and nurture?
- X5 Which of the following might be associated with Freud's 'oral' stage:
- A Bowel control
 - B Generosity
 - C Jealousy of one parent
 - D Wide heterosexual interests
 - E Loving trust of the mother
 - F Suckling
 - G Acceptance of the parents' values
- X6 And which of the above might be associated with the 'anal' stage?
- X7 The following proverbs are all about learning in one way or another. Which two would probably be thought the most important by a psychologist studying personality development?
- A When the cat's away the mice play
 - B Once bitten twice shy
 - C The child is father to the man
 - D The hand that rocks the cradle rules the world
 - E Spare the rod and spoil the child

BLOCK X													
ANSWER								COMMENT 1					
1	A	B	C	D	E	F	G	a	b	c	d		
2	A	B	C	D	E	F	G	a	b	c	d		
3	A	B	C	D	E	F	G	a	b	c	d		
4	A	B	C	D	E	F	G	a	b	c	d		
5	A	B	C	D	E	F	G	a	b	c	d		
6	A	B	C	D	E	F	G	a	b	c	d		
7	A	B	C	D	E	F	G	a	b	c	d		
COMMENT 2								COMMENT 3					
	a	b	c	d	e	f	g	a	b	c	d		

- F You can't make a silk purse out of a sow's ear
- G You can't teach an old dog new tricks

BLOCK Y

- A Racial prejudice
 - B A feeling of inadequacy
 - C A change of attitude
 - D Projection
 - E Actions at variance with attitudes held
 - F Identification (in the Kelman sense)
 - G Authoritarian personality
- Y1 Which three of the above might summarise the 'Ego-defensive' attitude of a poor white man surrounded by poor coloured men?
- Y2 And which two might summarise the 'norm-conforming' attitude of a rich white man in the same society?
- Y3 Which two suggest Festinger's 'Cognitive Dissonance' theory?
- Y4 Which of the following statements about attitudes are true?
- A They are due to 'nature' rather than 'nurture'
 - B They often influence behaviour but need not necessarily do so
 - C They are normally learnt by personal experience
 - D Their development is normally influenced by genetic factors
 - E They rarely originate through conformity to a group norm
 - F They sometimes have more than one origin

Computer-marked
Assignment

- Y5 Which of the following statements reflect the cognitive component of one person's attitude to the Common Market:
- A Foreigners just don't do things our way
 - B I'll fight it by every legal means
 - C Some of us are writing to our MPs
 - D The original signatories to the Treaty of Rome seem to have benefited from it
 - E It means the total loss of our national sovereignty
 - F We certainly need larger markets
 - G I voted for the Tories because of it

Y6 And which of the above reflect the behavioural component of the same attitude?

BLOCK Y															
ANSWER								COMMENT 1							
1	A	B	C	D	E	F	G	a	b	c	d				
2	A	B	C	D	E	F	G	a	b	c	d				
3	A	B	C	D	E	F	G	a	b	c	d				
4	A	B	C	D	E	F	G	a	b	c	d				
5	A	B	C	D	E	F	G	a	b	c	d				
6	A	B	C	D	E	F	G	a	b	c	d				
7	A	B	C	D	E	F	G	a	b	c	d				
COMMENT 2								COMMENT 3							
a	b	c	d	e	f	g		a	b	c	d				

Make a note of the time now

Now answer the general questions on the assignment by pencilling out one cell for each of the Questions 4, 5 and 6 of Part 3 of your CMA form.

You have now completed this assignment. Please check your entries on Parts 1, 2 and 3 of your completed form. Make sure there are no unintended marks on the form.

Carefully fold your completed form in half along the dotted line and post it in the envelope marked 'Computer-marked Assignment' to arrive at the Open University by 7 April 1972.

D 100

UNIT 6

CHILD SOCIALISATION

Reference has been made in the text to the material included in the Reader for this unit. You should read these excerpts now.

Reference has also been made in the text to Chapter II of Hilgard and Atkinson's *Introduction to Psychology* in which learning processes are discussed. Chapter 3 in this book in which socialisation is discussed under the heading 'Growth and Development' is relevant both to this unit and Unit 7 which will deal with the development of personality.

Two articles are enclosed with this unit. Both are offprints from the *Scientific American*.

The first by B.F. Skinner shows how his findings can be applied to the training of animals.

The second by A. Bandura discusses the application of some of the principles of learning discussed in the unit to the changing of undesirable behaviour. We hope that both these papers should prove of interest to you. Please note that both may be regarded as controversial.

UNIT 11: THE HISTORY OF THE UNITED STATES

The first part of the unit is devoted to the history of the United States. It begins with a brief overview of the country's early history, from the first settlers to the founding of the nation. This is followed by a detailed look at the American Revolution, the War of 1812, and the Civil War. The unit concludes with a discussion of the Reconstruction era and the rise of the Gilded Age.

The second part of the unit is devoted to the history of the United States. It begins with a brief overview of the country's early history, from the first settlers to the founding of the nation. This is followed by a detailed look at the American Revolution, the War of 1812, and the Civil War. The unit concludes with a discussion of the Reconstruction era and the rise of the Gilded Age.

The third part of the unit is devoted to the history of the United States. It begins with a brief overview of the country's early history, from the first settlers to the founding of the nation. This is followed by a detailed look at the American Revolution, the War of 1812, and the Civil War. The unit concludes with a discussion of the Reconstruction era and the rise of the Gilded Age.

The fourth part of the unit is devoted to the history of the United States. It begins with a brief overview of the country's early history, from the first settlers to the founding of the nation. This is followed by a detailed look at the American Revolution, the War of 1812, and the Civil War. The unit concludes with a discussion of the Reconstruction era and the rise of the Gilded Age.

The fifth part of the unit is devoted to the history of the United States. It begins with a brief overview of the country's early history, from the first settlers to the founding of the nation. This is followed by a detailed look at the American Revolution, the War of 1812, and the Civil War. The unit concludes with a discussion of the Reconstruction era and the rise of the Gilded Age.

D 100
UNIT 7
PERSONALITY DEVELOPMENT

In addition to the correspondence unit you are expected to read the following:

Hilgard and Atkinson, *chapter 3*, especially pp.73–88.

chapter 18, only pp. 446–7
(Sheldon's Theory)

'Love in Infant Monkeys', by Harlow. *Scientific American*
offprint No. 429, June 1959.

'Earlier Maturation in Man', by Tanner. *Scientific American*
offprint No. 1091, January, 1968.

'The Origin of Personality', by Thomas, Chess and Birch.
Scientific American offprint No. 529,
August, 1970.

'Social Deprivation in Monkeys', by H.F. Harlow.
Scientific American offprint No. 473.

Also, the following material is recommended should you wish to pursue this subject further:

Hilgard and Atkinson, *chapter 18*.

'The Wolf Boy of Agra', by William Fielding Ogburn,
in *Understanding Society*, Reader.

Child Care and the Growth of Love, by J. Bowlby,
abridged and edited by Margery
Fry, Pelican 1965.

PERSONALITY DEVELOPMENT

In addition to the assignments and you are expected to read the following:

- 1. Freud and Erikson, chapter 1, especially pp. 15-25.
- 2. Chapter 15, only pp. 445-7.
- 3. (Freud's Theory)
- 4. Love is Infant Maturity, by Sigmund Freud, 1922, offprint No. 417, June 1952.
- 5. Infantile Sexuality is Matur, by Sigmund Freud, 1922, offprint No. 418, January 1952.
- 6. The Origin of the Neurosis, by Sigmund Freud and Anna Freud, 1923, offprint No. 419, August 1952.
- 7. Social Development, by Sigmund Freud, 1924, offprint No. 420, January 1952.

Also, the following material is recommended reading for this unit:

- 1. Freud and Erikson, chapter 15.
- 2. The Wolf Boy of Acre, by William F. Floyd, 1922, in *Freudian Psychology*, Boston.
- 3. Child Care and the Growth of Love, by J. Bowlby, 1952, offprint No. 421, August 1952.

D 100

UNIT 8

ATTITUDES AND PREJUDICE

After reading Unit 8 you should read the enclosed offprint from the

International Encyclopaedia of the Social Sciences:

Milton Rokeach : 'The Nature of Attitudes'.

This is an interesting restatement and summary of some of the arguments presented in this unit. It also discusses aspects of this field of study not here introduced such as the differences between various related concepts, e.g. the differences between such concepts as beliefs, attitudes and values.

The second enclosure is an article reprinted from the

Scientific American:

Leon Festinger : 'Cognitive Dissonance'.

If you have become interested in these ideas you might like to read this article which is written by the originator of this theory. He describes a number of interesting experiments carried out by himself and others to test the implications of his ideas.

In the text of Unit 8 this theory has been called 'an interesting set of ideas'. The choice of words was quite deliberate since not everybody would agree that these ideas could legitimately be called a theory. What attributes does a social psychological theory have to have? Very briefly, it should clearly, economically and precisely explain the phenomena to which it refers. It should nevertheless be complex enough to correspond to the complex interactions of real people in real situations. And finally, a theory should generate predictions of what would happen under what conditions and these predictions must be capable of being checked against empirical findings. This is what is meant when scientists talk of a 'testable theory'. Critics of cognitive dissonance theory have complained that the results of many experiments carried out to test cognitive dissonance theory could also be accounted for in terms of other theories. If you are interested in reading about these criticisms you might like to consult books by Arthur Cohen and Roger Brown listed in the section on 'Suggestions for Further Reading'. We have asked local libraries to stock these books for you, if possible.

Reference has been made in the text of Unit 8 to the three papers included in the Reader to complement this unit. They should prove of interest to you and they are all well-known and important.

SUGGESTIONS FOR FURTHER READING

If you are especially interested in the topics and problems discussed in this unit you might at some some time like to read some of the following books:

- | | |
|------------------------------------|---|
| Gordon W. Allport | <i>The Nature of Prejudice</i> ,
Doubleday Anchor Books, 1958. |
| Arthur Cohen | <i>Attitude Change and Social
Influence</i> , Basic Books, 1963. |
| A. N. Oppenheim | <i>Questionnaire Design and Attitudes
Measurement</i> , Heinemann Edn., Paperback. |
| E.R. Hilgard and
R. C. Atkinson | <i>Introduction to Psychology</i> ,
chapters 20 and 23. |
| J.A.C. Brown | <i>Freud and the Post-Freudians</i> ,
Penguin Books, 1961. |
| Roger Brown | <i>Social Psychology</i> , The Free Press,
1965, chapter 11, The Principle of
Consistency in Attitude Change. |

D 100

UNIT 9

THE FAMILY AND ITS FUNCTIONS

1 General Objectives

This week's work has four broad objectives. You may find it useful when studying to bear these in mind and to ask yourself at the end of the week how far they have been achieved. They are:

- (a) To take the understanding of sociology as a subject further:
 - (i) To introduce one important area of sociology, 'the sociology of the family'.
 - (ii) To develop further some of the theoretical analysis foreshadowed in Unit 5, in particular 'functional analysis'. This type of approach is taken further in subsequent sociology units and is discussed in some depth in Unit 30.
- (b) To develop further one important theme of this package (Units 6–9): the way cultural forms are *learned* rather than 'natural' and vary from culture to culture.
- (c) To help to widen out the perspective from concentration on the individual (which, to some extent, is the focus of the psychology units) to the wider society, and so lead on to the next part of the course.
- (d) To help you to understand your *own* social situation better in the light of a comparative perspective.

2 How to approach this week's work

The overall strategy this week is that the correspondence text (together with the set book chapters) gives a general survey of the field, while the specific examples are introduced in the Reader selections and the radio and television programmes.

This means that the best way to approach this week's work is probably to start with the account in the correspondence text to get a general idea of the subject. Then you might go on to study the specific examples which illustrate this — accounts of the family among the Fulani (of Northern Nigeria), the Japanese, and the British (all in Reader) and discussions on radio and television of the family in

Yorubaland (Western Nigeria), Andheri (Northern India) and Ireland. You will then probably find that the generalisations in the correspondence text become much more meaningful and it is worth returning to it. The readings in the set books resemble the correspondence text in taking a fairly general approach and cover some of the same ground, but you will also find it interesting to look for the detailed differences of approach and emphasis and to consider which account you yourself prefer. Some of the theoretical problems involved are discussed particularly in the passages from your set books referred to on p.93, note 2 of the correspondence text.

The final part of this week's work is the assignments. The self-teaching exercise of applying what you have learnt to your own social situation is an essential part of the week's work.

3 Hint on style of reading

Do not be tempted to assume you have to read and master every single word of the required reading. In particular the examples in the Reader are to *illustrate* the general account and to give you some idea of the variety of family forms. You are not expected to learn off every detail. The same goes for the reading in the set books. You will find this very helpful (particularly the chapter in Worsley) and should certainly read it thoroughly enough to have mastered the general argument, but you will not be expected to memorise every detail. In the 'Recommended Reading' list, obviously the more you can find and read the better, but which points you wish to follow up and what you get out of it is very much up to you.

REQUIRED READING

- 1 E. Chinoy, *Society*, Random House, New York, Open University Edition, 1970, chapter 5, pp. 93-99: and chapter 7.
- 2 P. Worsley (ed.), *Introducing Sociology*, Penguin, 1970, chapter 2.
- 3 Three extracts in the *Reader* (on the Japanese, Fulani and British family).

RECOMMENDED READING

N.W. Bell and E.F. Vogel (eds.), *A modern introduction to the family*, Collier-Macmillan, London, revised edition 1968. (A useful collection of fifty-two extracts on the family, including some famous ones, and an introductory essay by the editors.)

P. Bohannon and J. Middleton (eds.), *Marriage, family and residence*, Natural History Press, New York, 1968. (A useful collection of twenty essays, with some overlap with Bell and Vogel.)

W.J. Goode, *The family*, Prentice-Hall, Englewood Cliffs, New Jersey, 1964. (A clearly written introduction to the subject.)

C.C. Harris, *The family*, Allen & Unwin, London, 1969. (A stimulating introduction, with emphasis on the theoretical problems involved in the sociological study of the family.)

M.F. Nimkoff (ed.), *Comparative family systems*, Houghton Mifflin, Boston, 1965. (A collection of essays on twelve different family systems with conclusion and introductory chapters by the editor.)

J. Huxley and J. Huxley (eds.), *Journal of the History of Biology*, New York, 1965. A useful collection of twenty essays with some overlap with the first two.

W. L. Finkelstein, *The Growth of the Biological Sciences*, New York, 1964. A study of the growth of the biological sciences in the twentieth century.

C. C. Smith, *The Growth of the Biological Sciences*, New York, 1964. A study of the growth of the biological sciences in the twentieth century, with emphasis on the historical problem involved in the study of the growth of the biological sciences.

M. J. R. Cantow, ed., *Journal of the History of Biology*, New York, 1965. A collection of essays on the history of biology, with emphasis on the growth of the biological sciences in the twentieth century.

D100

Unit 6

CHILD SOCIALISATION

Read these questions carefully. The answers we are looking for may consist of one, or more than one, or all, or even none, of the alternatives presented to you. It is up to you to decide which.

- 1 Match each of the following kinds of writer with the type of financial reinforcement he is often provided with by society: (2 and 3)

A A freelance journalist	E Random intermittent reinforcement
B A staff journalist	F Fixed ratio reinforcement
C A successful novelist	G Fixed interval reinforcement
D An avant-garde poet	H Non-reinforcement
- 2 Which of the following statements do you consider to be true?(2)
 - A Many babies come to say 'Mamma' as their first word because their mothers reinforce approximation to that which the maternal ears wish to hear.
 - B Babies whose mothers are skilled interpreters of facial expressions may well turn out to be late talkers.
 - C Children who are poor at communication often have parents who suffer from the same difficulty.
- 3 Which of the following statements do you consider to be definitely untrue?(3)
 - A Corporal punishment is an easy and immediately effective means of negative reinforcement.
 - B Corporal punishment may lead to the recipient resorting to violent behaviour on his own account.
 - C Corporal punishment may be effective in the long run, but unfortunately has undesirable short-term side-effects.
 - D Corporal punishment is ineffective since it usually fails to inhibit the undesirable behaviour for which it is being administered.
- 4 Which of these statements is definitely untrue?(4)
 - A Human beings instinctively imitate others.
 - B Human beings soon learn to imitate others.
 - C Whether instinctive or not, imitation usually leads to desirable behaviour.
 - D Whether instinctive or not, imitation can play an important part in the total learning process.

5 Which of the following do you consider the least adequate definition of identification?(4)

- A A means of reducing anxiety by pretending to be someone else.
- B A long-term imitation of the behaviour of another person.
- C The acceptance of another person's values and attitudes.
- D A less painful alternative to envying a more powerful person.

6 Which is the least likely to lead to delinquent behaviour on the part of a child?(6)

- A Having an unsatisfactory model with which to identify.
- B Behaving anti-socially without being firmly punished.
- C Having an inconsistent model with which to identify.
- D Being starved of affection.
- E Having no model with which to identify.

7 Which statements do you consider to be true?(7)

- A Males are usually the more aggressive members of the animal world.
- B Girls are feminine because society has taught them to be so.
- C Girls are feminine because their loving child-rearing behaviour is vital to the survival of the race.
- D Girls weep more easily than boys because they are naturally more emotional.
- E Men are naturally better at fighting than women.
- F Girls could easily be taught to behave in a 'masculine' way.
- G Adult sexual behaviour is purely genetically determined.

8 Match each of the items in the left-hand column with one from the right-hand column: (4)

- | | |
|------------------|--|
| A Identification | D Copying a specific piece of behaviour |
| B Role learning | E Making someone else's values one's own |
| C Imitation | F Practising other people's behaviour |

D100 Unit 6 ANSWERS

- 1 A, E or F depending on how much of his work is accepted; B,G; C,E; D,H.
- 2 A and B are true. C may happen but poor home influences may be compensated for by the outside environment.
- 3 C is the exact opposite of the truth.
- 4 C; it can, and often does, lead to undesirable behaviour.
- 5 A.
- 6 B.
- 7 A, B, E, F.
- 8 A,E; B,F; C,D.

Self-assessment Questions

Print name
Answer

1. A, E or F depending on how much of the work is completed. B or C. 0.16

2. A and B are true. C may happen but does not influence any of the other statements.

3. C is the exact opposite of the first.

4. C, E and other that lead to impossible situations.

5. A.

6. B.

7. A, B, E, F.

8. A, B, E, F, D.

D100

Unit 7

PERSONALITY DEVELOPMENT

- 1 Which of the following suggests a NOMETHETIC approach to the study of personality?(1.1)
 - A The description of a unique whole personality.
 - B The measurement of personality traits.
 - C The hypothesising general laws of personality.
 - D The Factor Analysis method of R. B. Cattell.
- 2 Which of the above suggests an IDIOGRAPHIC approach?(1.1) **A**
- 3 The following words describe a Professor of Psychology.
 - A Kind
 - B Bespectacled
 - C Short
 - D British
 - E Wealthy
 - F Handsome
 - G Aggressive

Which of these words do you consider to refer directly to a personality trait?(1.2)

- 4 Assign each of the following items to one of the four possible columns shown *below*. (2.1)

1 Heredity 2 Environment Either Both
1 or 2 1 and 2

A Malaria				
B Haemophilia				
C Colour of eyes				
D Speed of a racehorse				
E Colour of skin				
F General intelligence				

- 5 Which do you consider to be the best description of 'temperament'? (2.1)
 - A An individual's predisposition towards developing specific kinds of behaviour and personality.
 - B The sum total of all the behavioural patterns acquired by an individual.
 - C That part of an individual's personality attributable to his upbringing.
 - D The influences exerted on personality development by nurture rather than nature.

- 6 Which are prerequisites for a baby's learning to walk?(2.2)
 - A He must be strong enough.
 - B He must be older than twelve months.
 - C He must receive enough encouragement.
 - D He must have reached the necessary stage of physical development.
- 7 Select the one statement from the following which you consider to be nearest to the truth. (2.2)
 - A Maturation is controlled entirely by 'nature'.
 - B Maturation is controlled entirely by 'nurture'.
 - C Maturation is controlled more by 'nurture' than by 'nature'.
 - D Maturation is controlled more by 'nature' than by 'nurture'.
- 8 The 'critical' period' is best described as: (2.2)
 - A The stage in the maturation process after which development of a specific kind of stimulus-response sequence becomes possible.
 - B The stage during which the appropriate stimulus elicits the greatest response.
 - C The stage during which the response is likely to be most 'useful' to the survival of the species.
 - D The stage during which the young is capable of recognising its 'mother'.
- 9 The chief *practical* difficulty in conducting research into the relative effects of 'nature' and 'nurture' is: (2.3)
 - A It is impossible to control the physical environments in which human beings live.
 - B It is impossible to find two people with the same genetic makeup.
 - C It is impossible to measure heredity in an objective way.
 - D It is impossible, even if the physical environment were to be rigidly controlled, to find two individuals who have the same perception of it so that it is not 'psychologically equivalent'.
- 10 Which of the following are often found to result from a child's failure to form a deep attachment to a mother-figure?(3.2)
 - A Excessive crying
 - B Separation anxiety
 - C General apathy
 - D Late talking
 - E Distrust of strangers
 - F An excessive need for toys
 - G Emotional flatness
- 11 Select two of the following which you consider would be the most likely to result in permanent behavioural change and personality damage in a four year old child. (3.2)

Self-assessment Questions

- A A history of failure of attachment to one particular person.
 B The mother's short temporary absence from home.
 C Forming an attachment to a substitute mother-figure.
 D Long absence from home by the mother-figure with no warning.
 E The child leaving home for a short while.
 F The mother's unexpected reappearance after a short absence.
- 12 Which of the following present difficulties in investigating the connection between maternal deprivation and emotional disturbance and/or delinquency in a group of 'problem' children?(3.2)
- A It is difficult to carry out adequate follow up studies on them.
 B It is difficult to arrange for the investigation to cover a random group of children.
 C It is difficult to define and measure the amount of maternal deprivation experienced.
 D It is difficult to collect reliable information on antecedent events in a retrospective study.
 E It is difficult for the investigator to be objective.
 F It is difficult for the child's mother to give an objective, unbiased account of the child's history.
 G It is difficult to establish a suitable control group for a group of 'problem' children.
- 13 Arrange the following adjectives into two units headed *middle-class* and *lower-class*, including each one in the socio-economic level where you would expect to find it, judging from some of the research quoted in the unit. (4.2)
- middle-class* *lower-class*
- A Far-sighted
 B Conservative
 C Self-reliant
 D Anxious
 E Co-operative
 F Obedient
 G Physically aggressive
- 14 The fact that observable differences in behaviour of boys and girls are not consistent throughout the socio-economic scale suggests that masculinity or femininity: (4.2)
- A Depends upon money in order to develop fully.
 B Is largely due to favourable heredity.
 C Is valued more by some people than others.
 D Has to be learned by the individual.
 E Is an innate predisposition which is encouraged by socialisation.
- 15 Arrange the following in chronological order. (5.1)
- A Latency
 B Phallic
 C Anal
 D Genital
 E Oral

16 Pair one of the above with each of the following: (5.1)

- F Puberty.
- G The oedipal situation.
- H Basis-for later trusting relationships.
- I The possible basis for development of a destructive personality.
- J The period of obtaining pleasure by gaining knowledge from the outside world.

17 For each name choose one phrase from the remaining two columns.
(5.1 – 5.5)

- | | | |
|-----------|-------------------------|----------------------------------|
| A Eysenck | G Psychoanalysis | M Assimilation and accommodation |
| B Sears | H Body-types | N Secondary motivational systems |
| C Erikson | I Cognitive development | O Viennese childhood |
| D Sheldon | J Learning theory | P Instinct plus environment |
| E Freud | K Factor analysis | Q Personality related to shape |
| F Piaget | L Neo-Freudian | R Three personality factors |

ANSWERS

1 B, C and D

2 A

3 A and G

4 A2, B1, C1, D1 and 2, E1 or 2 and F1 and 2

5 A

14 D and E

6 A and D

15 E, C, B, A and D

7 D

16 D, B, E, C and A

8 B

17 A-K-R

9 A

B-J-N

10 C, D and G

C-L-P

11 A and D

D-H-Q

E-G-O

F-I-M

12 B, C, D, F and G

13 *middle-class* – A, B, C, D, E and F
lower-class – G

Self-assessment Questions

Unit 8

ATTITUDES AND PREJUDICE

NB For any question one or more answers may be correct. Ring around the letter(s) opposite the alternative(s) you wish to select.

- 1 Which statements are correct?(Whole Unit)
 - A Attitudes may be considered to be part of one's personality.
 - B Language has no influence on the formation of attitudes.
 - C Once formed attitudes do not change.
 - D Attitudes are an important determinant of behaviour.
- 2 Perception: (2)
 - A is a passive process of registering sensory information;
 - B is a process to which the individual contributes a great deal;
 - C depends entirely upon the information received, and is not affected by attitudes;
 - D although a passive process, is affected by momentary physiological states.
- 3 Which is the best information on which to base inferences about a person's attitudes?(Whole unit)
 - A What people say about him.
 - B His past history and present environment.
 - C What he says about his own attitudes.
 - D The way he behaves.
- 4 Delete any of the alternatives which are clearly wrong, and leave in ALL those which would make an accurate statement. (3)

An attitude is a relatively (stable/unstable/ephemeral) organisation of (percepts/beliefs/knowledge) about an object or situation (causing/predetermining/predisposing) one to behave in some (idiosyncratic/typical/preferential) manner. Thus it can be said that attitudes (exert/impose/ensure) a directive influence on our (perception/life/behaviour/thinking). They are (learned by experience/present from birth) through (genetic transmission/personal experience/contact with others/experience in mass media).

5 Which of the following statements is correct?

Prejudice against a minority group: (4)

- A is natural or inborn.
- B results solely from close contact with members of the group.
- C is unchangeable.
- D is formed by contact with prevalent attitudes of the majority group towards the minority group.

6 Delete the inappropriate alternatives so that an accurate statement remains. (4)

In some individuals, racial prejudice might be viewed as (an adjustment/a defence mechanism/a relief). By (unconsciously/consciously) attributing his own sense of (superiority/inferiority/power/worth) to others he can protect himself. This process is called (introjection/projection).

7 Which of the following are correct?(4)

- A Jewish people in the middle ages became money-lenders because they were innately suited to this activity.
- B Negroes in the USA usually have lower scholastic achievements because they are genetically less suited for work of an academic nature.
- C High levels of crime and illegitimacy amongst negroes in USA is due to environmental handicaps arising from prolonged discrimination against them.
- D Fewer opportunities for education, employment and housing lead to an inferior status of the group, which then reinforces the attitudes of those prejudiced against them.

8 Streaming within an educational system: (4)

- A is normally a reflection of a pupil's true ability;
- B has little effect on his achievement;
- C is an important determinant of achievement;
- D determines the attitudes of others towards the pupil;
- E affects the pupil's perception of himself and his level of aspiration.

9 For each of the three terms, A, B, and C, choose an appropriate definition from (i) – (v). (5)

- A Compliance
- B Identification
- C Internalisation

- (i) The acceptance of attitudes because the relationship with the other person or social group is valued.
- (ii) The acceptance of an opposite belief.
- (iii) The adoption of views to make a favourable impression on others.
- (iv) To adopt an attitude because it fits with the existing attitude of a person and its continued existence is not dependent upon the relationships with others.
- (v) To conform to group norms.

10 Complete the following sentences by supplying appropriate words from this list: (5)

behavioural	context
social	constructs
hypothetical	affective
cognitive	ego defensive

- A Attitudes are abstractions, they are _____
- B Attitudes are considered to have three components, they are _____, _____ and _____ components.
- C Whenever an _____ attitude is challenged, the affective component of the attitude is aroused.
- D One's attitude to a member of a minority group differs according to the _____ in which we see him.

11 Replace each dash by a word from this list: (8)

consonance	actions
dissonance	attitudes
cognitive	motivates
consonant	tension

A state of _____ is said to exist when various cognitions are in conflict with one another. (Festinger) The resulting _____ then _____ the person to achieve _____. In Festinger's view, dissonant _____ are a force for attitude change because they cannot be undone whilst _____ can be adjusted to be with one's deeds.

12 The implications of Festinger's theory are: (8)

- A Racial prejudice can be changed easily by exposure to a carefully planned educational programme, if this is not too demanding.
- B Racial prejudice cannot be reduced by exposure to the race in question, no matter how this is done.
- C Attitudes to minority groups will best be altered by asking for volunteers from the majority group to mix with the objects of their prejudice.
- D Attitudes to minority groups will be changed if enforced contact is made and the objects of the prejudice do not conform to the stereotypes held by the prejudiced group. ✓

ANSWERS

- 1 A and D
- 2 B
- 3 B and possible D
- 4 An attitude is a relatively stable organisation of percepts AND beliefs AND knowledge about an object or situation predisposing one to behave in some preferential manner. Thus it can be said that attitudes exert a directive influence on our perception AND life AND behaviour AND thinking. They are learned by experience through personal experience AND contact with others AND experience in mass media.
- 5 D
- 6 In some individuals, racial prejudice might be viewed as a defence mechanism. By unconsciously attributing his own sense of inferiority to others he can protect himself. This process is called projection.
- 7 C and D
- 8 C, D and E
- 9 A, (iii) ; B, (i) ; C, (iv)
- 10 A Attitudes are abstractions, they are hypothetical constructs.
B Attitudes are considered to have three components, they are cognitive, affective and behavioural components.
C Whenever an ego defensive attitude is challenged, the affective component of the attitude is aroused.
D One's attitude to a member of a minority group differs according to the social context in which we see him.

Self-assessment Questions

- 11 A state of cognitive dissonance is said to exist when various cognitions are in conflict with one another. (Festinger) The resulting tension then motivates the person to achieve consonance. In Festinger's view, dissonant actions are a force for attitude change because they cannot be undone whilst attitudes can be adjusted to be consonant with one's deeds.
- 12 D

Self-assessment Questions

11. A group of people is working on a project. The group is in conflict with one another (negative) but working together to achieve the goal. This is a positive group. The group is in conflict with one another (negative) but working together to achieve the goal. This is a positive group. The group is in conflict with one another (negative) but working together to achieve the goal. This is a positive group.

Self-assessment Questions

D100

Unit 9

THE FAMILY AND ITS FUNCTIONS

1 Ring round the letter(s) opposite the alternative(s) you select. (2)

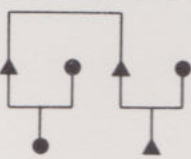
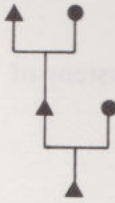
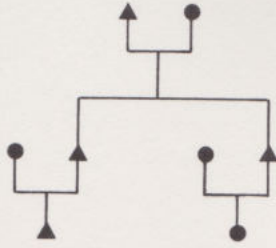
(a) Human families differ from those formed by members of any one species of ape, because:

- A Only men need to co-operate.
- B Apes do not need to communicate.
- C Apes have no emotional ties.
- D Men are flexible in their patterns.
- E Male apes need several families.

(b) 'Sociologists should not make normative statements about society.' Would you describe this statement as:

- A Normative and true
- B Normative but not true
- C True but not normative
- D Neither normative nor true

2 Tick as appropriate (3):

		Nuclear Family	Extended Family
a			
b			
c			
d			
e			

3 Ring round the letter(s) opposite the alternative(s) you select. (3)

3a How many socially approved wives could a man have in a society which only recognises monogamy?

- A Always fewer than two
- B Only one at a time ✓
- C Unlimited morganatic wives
- D It all depends
- E Never more than one

3b Which of these statements are true?(3)

- A All polygamous families are polygynous.
- B No polygamous families are polygynous.
- C Some polygamous families are polygynous.
- D Some polyandrous families are polygynous.
- E All polyandrous families are polygamous.

3c The British family system might best be described as: (3)

- A Strictly matrilineal
- B Strictly patrilineal
- C Bilateral, leaning towards patrilineal
- D Bilateral, leaning towards matrilineal
- E Strictly bilateral

4 Ring round the letter(s) opposite the alternative(s) you select. (5)

(a) Which of these adjectives do *not* refer to a function of the family?

- A biological
- B educational
- C religious
- D political
- E economic
- F recreational
- G empirical ✓

(b) Which of these might be directly attributable to the system of dividing a dead father's property among all his sons?(5)

- A An abundance of wage labour
- B Dispersion of capital ✓
- C Large scale industrialisation
- D Cultivating uneconomic strips ✓
- E Tenant farming

Self-assessment Questions

- 5 (a) Tick off on the grid below whichever of the functions of the family you think are involved in these activities: (6)

- A Father driving mother to the ante-natal clinic.
- B Father taking children to the ballet.
- C A working mother giving schoolchildren their dinner money.
- D Arranging a wedding breakfast in the parish hall.
- E Granny baby-sitting on the night of the Labour Party social.
- F A honeymoon arranged by the travel agency.

	A	B	C	D	E	F
Socially controlled reproduction						
Child maintenance						
Socialisation						
Social welfare						
Political						
Economic						
Religious						
Recreational						

6 The Japanese family

Which of these could be applied to Japanese families (Reader pp. 175–83)

- A Land not dispersed at death of owner
- B Little emphasis on family continuity
- C Matrilineal
- D Monogamous
- E A unit for community organisation
- F Few working wives today

7 The Wodaabe Fulani family

Indicate by ticks wherever there seems to be a connection between an item in the left hand column, and one of the vertical columns. (Reader pp. 183–99)

	Children	Herd size	Population size	Males	Social roles
Special arrangements of camps					
The herd's milk production					
Herding duties					

8 The British family

The family performs a political role in Britain because: (Reader pp. 199–202)

- A Each family has one vote in local elections.
- B The head of the family is responsible for all actions of the family.
- C Families are consulted on major issues.
- D Some social welfare is administered through the family. ✓
- E Census total figures are made up from family figures. ✓
- F Socialisation involves the transmission of culture. ✓

A PRACTICAL EXERCISE – LEARNING THROUGH DOING

Compile a check-list of the various functions you consider the family might perform. Then, on the basis of a diary of activities in which you are involved during a complete day (a week if you prefer), try to relate these activities to your list of possible functions. You might – just to make one or two suggestions – be able to see how certain kinds of economic functions are involved in, for instance, a family breakfast, shopping for groceries, going out to earn money, discussing the pocket money, and so on. If you are not at present living in a family group, you can still do the same exercise on the basis of an imaginary diary, or one based on the activities of some character in a novel or broadcast series.

You will probably find it helpful to compare notes with other students at study centres or elsewhere while working on this. The point of the exercise is not a *test* but to help you to consider the significance of everyday activities and analyse them in sociological terms. Doing this partly through shared discussion with others is often additionally illuminating.

As this exercise may take you a little time I have set no computer-marked questions for this unit.

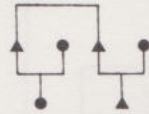
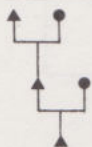
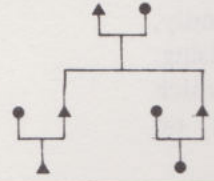
ANSWERS

1a D

1b A or B

The statement is certainly normative (i.e. makes a value judgement) in that the word 'should' is used. Since it *is* a value judgement, whether or not you consider it true depends on your own opinion. I myself think it is true. But others disagree.

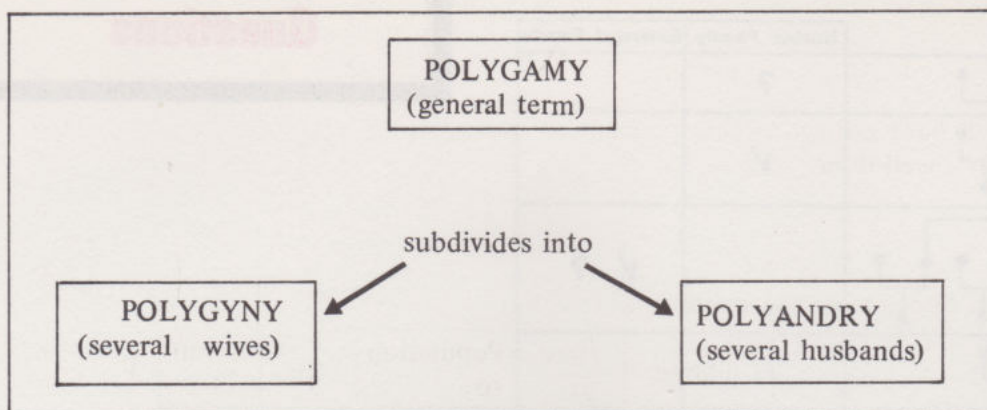
Self-assessment Questions

2		Nuclear Family	Extended Family
a		?	
b		✓	
c			✓ ?
d			✓
e			✓

- 2a has not yet become a nuclear family in the usual sense (no children) though it may become one (when the husband and wife have children). Some definitions of ‘nuclear family’ however might just be stretched to cover this case, though this would be unusual.
- 2b A typical nuclear family.
- 2c You may well have hesitated over this one – and were right to do so. An extended family is normally defined as comprising more than two generations, so that if this criterion is applied literally, this is not an extended family (only two generations in all). *But* it is clear that this family is very similar to the clear example of an extended three generation one (e), the *only* difference being that the oldest generation (the grandparents) have died. If the family stay living together after their deaths in the same way as they did before, it is hard not to say they are still an extended family—they are certainly not just a nuclear one. In a wide sense then, this could be regarded as a type of extended family.

This is a very good example of the problem of finding a definition which is both precise and yet wide enough to cover difficult cases. This is a continually recurring problem in sociology.

- 3a B. It is possible for a man to have more than one wife in a monogamous society if there is a death or divorce in between each one – i.e. several *in succession* but not at once.
- 3b C, E
If you got confused over this, read pp. 86–8 again. This diagram may also help.



3c C. See p. 88–9

- 4a G. All the first six adjectives *do* refer to a function of the family, as could a large number of others too (e.g. legal, social, socialising, reproductive, regulatory, adaptive, sexual) – something which illustrates the wide range of functions which the family can, on occasion, fulfil.

‘Empirical’ means, roughly, ‘based on fact (rather than on theory or on a value judgement)’ and thus cannot refer to a function of the family.

- 4b The obvious answer is B (see the discussion on p. 98). This might in some cases have the *indirect* results of people cultivating uneconomic strips (because of capital, in the sense of land, being dispersed) and thus, even more indirectly, mean that people were poor and thus liable to leave home to look for work (hence an abundance of wage labour (A)) or become mere tenants (E). However, interesting though it is to follow through possible indirect effects like these, the question did ask for *direct* effects only.

C would be wrong – at least according to the commonly accepted arguments discussed on p. 98.

- 5 The functions I think I can discern are those marked below. Ones I think *might* be so in certain circumstances or when looked at from one point of view have been put in as queries. You can probably work out why.

	A	B	C	D	E	F
Socially controlled reproduction	✓			?		?✓
Child maintenance			✓		✓	
Socialisation		✓	?			
Social welfare	✓			✓	✓	
Political				?	?	
Economic		✓	✓			✓
Religious				?		
Recreational	?	✓		✓	✓	✓

Self-assessment
Questions

You may well have noticed others yourself. If so (provided you can justify them) – well done.

6 A, D, E, F

B is the exact opposite of the truth.

7

	Children	Herd size	Population size	Males	Social roles
Spatial arrangements of camps				✓	✓
The herd's milk production		✓	✓		
Herding duties	✓			✓	✓

8 D, F

'Socialisation involves the transmission of culture.' (because culture includes *political* culture)

Self-assessment Questions

The only way to know if you are a good person is to ask yourself if you are a good person.

2

It is the way you think of the world.

Thought	Feeling	Belief	Attitude	Behavior
Thought	Feeling	Belief	Attitude	Behavior
Thought	Feeling	Belief	Attitude	Behavior
Thought	Feeling	Belief	Attitude	Behavior
Thought	Feeling	Belief	Attitude	Behavior

The only way to know if you are a good person is to ask yourself if you are a good person.

D100

Radio Programme 6

SOCIALISATION: CHILD REARING PRACTICES

The child rearing practices discussed in the radio programme are interesting for their sheer variety if nothing else. What you might find instructive now is to go back over your own experiences as a child and compare them with your attitudes towards bringing up children as you express them today.

Was bedtime strictly enforced? Were you obliged to attend Sunday School? How often were you expected to brush your teeth? How were lying and stealing dealt with? Was pocket money earned or just given? Were you expected to make your own bed? Were you beaten as a child? If so, by whom and for what offences? Can you recall your thoughts and feelings at the time? How important was school as an influence? Are there any ways in which you would, or do, bring up your own children differently? How have your feelings towards your own parents and teachers changed over the years?

All these questions have to do with the socialisation process as it affected you directly. By examining your upbringing and your present attitudes and behaviour in this way you will learn something about the socialisation process in personal terms and perhaps also gain some insights into your own personality dynamics. Better still, compare your own experiences with those of other people to see if you can arrive at some general principles or, at least, a hypothesis about the relationship between child rearing practices and the adult personality.

There is a small book published by the BBC, *The Formative Years*, based on a series of talks first broadcast in 1966. In it you will find a lot of interesting ideas and material relevant to this course unit. As background reading it is well worth an hour or two of your time.

D100

Radio Programme 7

PERSONALITY DEVELOPMENT: THE CONUNDRUM OF HOMOSEXUALITY

In the radio programme you were challenged to adopt a scientific approach to the riddle of homosexuality by setting up a hypothesis that could be tested against the facts. This is not quite so easy as it might sound. Let us try a nice simple hypothesis: that male homosexuals will express interests more feminine in outlook than do male heterosexuals. This sounds easy enough in that we have ready to hand measuring instruments of masculine and feminine interests that we know to be valid and reliable. By valid, in this instance, we mean the scales have been checked against the typical scores of men and women in the general population. By reliable we mean we get roughly the same answer twice running, as when we check someone's height.¹

So, all we have to do is to measure the interests of a representative sample of male homosexuals and see if on average they differ significantly from the average of heterosexual males. Fortunately, the statistical procedures to cover this exercise are already available. What is not so readily available is a *representative* sample of male homosexuals.

There are at least two fundamental problems here. How do you define a homosexual? How do you get a representative sample?

Definitions are often a matter of either convenience or taste. If you read around the topic you will find that there are roughly as many definitions of homosexuality as there are authors. This reflects the fact referred to in the radio programme that homosexuality is not an all or none state of affairs. Still, you are just as entitled to your definition as the next man, so long as it is unambiguous and usable. You might choose to say that a homosexual is someone who declares himself as such. There are obvious weaknesses in such a definition in that an undeclared practising homosexual is not considered homosexual according to the definition. This still does not prevent you from investigating your hypothesis about homosexuals as defined. Your findings, however, will be relevant only to that definition.

Even with such a convenient definition as that you still have to find a representative sample. This is the problem faced by any survey research worker and, again, there are standard procedures for arriving at an acceptably representative sample. It is not enough to ask people you meet at parties or even to go knocking on doors in a haphazard fashion. The sample might be representative of the people you meet at parties, or of the people who come to the doors you choose, but it almost certainly will not be representative of the universe of homosexuals as you have defined it. For closely parallel reasons a lot of American psychology has been criticised on the grounds that it would be more accurate to describe it as the psychology of the American student who is so frequently pressed into service when subjects are required for experiments.

Good research, you may have gathered by now, is not so easy to come by. If you decide to take up psychology seriously you will discover that even the experts get themselves into hot water at times.² This should not stop you from asking questions and trying to formulate them in a testable form. It is this empirical approach, with its insistence on subjecting ideas to the crucible of controlled observation that took mankind from Platonic speculation to science as we know it today.

¹ For some rather more imaginative hypotheses there is this selection offered by a female journalist. 'You can sometimes detect it in the deadness of the eyes which flicker over you the way a man bypasses the woman's page in a newspaper, knowing it has nothing to offer him. Another indicator is the upper lip, or rather the flesh between the nose and the upper lip, which is full, broader and more petulant in homosexuals. Often, too, they walk in a special way, leaning backwards at 100 degrees to the ground, and, when there are two of them, one walks slightly in front, so the back of his shoulder brushes the front of his companion's. Their address books are another giveaway, filled with pairs of men's names: Terence and Jeremy, Nicholas and Crispin.' (Jilly Cooper, *Sunday Times* 12th July, 1970.)

² See, for instance, Christie's Review of Eysenck's *Psychology of Politics* in the *American Journal of Psychology* (1955) Vol. 68, pp. 702-4 and Eysenck's subsequent replies. For the final denouement turn to the *Psychological Bulletin* (1956) Vol. 53 where the various protagonists go for the jugular in fine style.

D100

Radio Programme 8

STUDIES IN RESOCIALISATION OF THE YOUNG OFFENDER

In this radio programme we focus attention on some factors which influence the socialisation processes and which we have not previously discussed in this course. So far we have stressed that parents mediate to their children the values, attitudes and customary forms of behaviour of their society, or subgroup in a larger society. We have also stressed that the personalities of the parents have a pronounced effect on the way they behave towards their children and hence, in turn, on the children's outlook and personalities. Thus in the radio programme for Unit 7 we emphasised that the interpersonal relationships in the family are *one* of the important influences on the development of the sexual identity of the growing child and on his adult sexual behaviour.

In this programme we are moving from a consideration of interpersonal relationships to an examination of the *social systems* in which these interpersonal relationships take place.

What do we mean by a social system in this context? We are thinking of a school, a borstal, a hospital, a prison, an industrial firm and so on. We are, in other words, thinking of social organisations in which the staff may be said to have various aims and policies in relation to what Goffman calls 'the inmates'.

The emphasis on the need to examine the role a particular social organisation may play in the socialisation processes is somewhat different from the broader references we have so far made to the influences of the social or cultural *environment* on people's attitudes, self-image, values and behaviour.

Social institutions or organisations are of course part of our societal environment. Institutions are set up or evolve over a period of time in response to various social needs as they are perceived for the time being in a given society. Such needs include facets of our life such as the formal education of children, the treatment of patients, the punishment or reform or custody of prisoners and so on.

We can make two general points about social institutions. The first is that institutions serving overtly the same or similar purposes can differ from each other in a number of respects. If, for instance, one looks at schools as social systems one can see that different schools have evolved different social structures and different systems of admission, control and administration, rewards and punishments and that they differ in the expectations they have of both staff and pupils. Such diversity of course is due to the fact that no definite answers can be given to various philosophical or educational questions. Legitimate differences of opinion can exist concerning, say, the correct balance between freedom and discipline or on how best to develop the intellectual abilities of children. Thus, streaming by ability which is a structural aspect of a school's social system is emphasised strongly in some schools, absent in others and unobtrusively handled in yet other schools.

The second important point we can make about social organisations is that they tend to have a certain continuity and momentum of their own. I am not here referring to continuity in the sense that an institution may be set up through a legal instrument, such as a charter, which gives it formal existence, nor am I thinking of the continuity assured an institution by various possessions such as buildings and land and funds. I am, however, thinking of the more curious, *psychological* momentum of social organisations.

The people in charge of organisations – and others – tend to have purposes, objectives or policies they wish to attain. The momentum of an organisation in the psychological sense arises from the fact that recruitment of new staff is not on a random basis but in accordance with the philosophy and practices of the existing staff and how these are perceived by suitable candidates outside the organisation. Furthermore, these new recruits to an organisation are usually carefully socialised into their roles; that is, they are trained and educated not only to have certain skills but also to adopt attitudes and values and professional standards of behaviour which will support and continue the policies of the head and other staff of such institutions.

Similarly, the 'inmates', that is, the pupils or patients or prisoners may be selected or allocated to institutions which supposedly best suit their needs, aptitudes or problems.

In recent years social scientists have become interested in analysing social institutions as social systems and the effects they have on the socialisation of staff and inmates.

Some institutions have been specifically created to *intervene* in the socialisation processes, that is, they have been established in order to *change* the people admitted to them. Thus, one of the purposes of borstals, certain schools for young delinquents (formerly called 'approved schools') or even prisons, is to change the outlook and behaviour of their charges.

In studying the aims and effects, if any, of the socialisation, or *resocialisation* processes going on in these institutions, one has an advantage absent from the study of socialisation within the family. The advantage is that one can deliberately arrange certain aspects of the situation and observe the effect of these deliberately arranged situations on various kinds of people.

The main speaker in this programme is *Dr. A. P. Sealy*, a psychologist at the London School of Economics. He is discussing his own work and research done in the United States. These studies are concerned with the characteristics of individuals and how they interact in different types of treatment situations. The implications of this work are that one ought to be able to increase the effectiveness of the resocialisation processes by matching the personalities of the 'change-agent' – the trainer – and the young delinquent.

This emphasis on the characteristics of individuals and on their interaction is questioned by the second speaker, *Roger Bullock*, who is a sociologist in a research unit (working from Dartington Hall in Devon) investigating various aspects of residential schools and homes.

As a sociologist he concentrates on *social* aspects in his search for explanatory factors – social roles and norms (which can be looked on as being quite separate from the individuals who have adopted them).

As we have pointed out from time to time in this course these different approaches of the psychologist and the sociologist should be seen as complementary rather than as contradictory. What we cannot do at the moment in this particular field of study (as indeed in most areas of social research) is to relate both kinds of approaches and findings *precisely* to each other. In other words, we cannot say so much of the observed variance is due to, say, factors associated with the informal structure of an organisation, so much of it is due to personality variables or any other factor we have chosen to study.

In the programme reference is made to research carried out by *Douglas Grant*.

You can read more about his researches in the following book:

Grant, D. J. in Quay, H.C. (ed.) *Juvenile Delinquency, Theory and Research*, New York, Princeton, Von Nostrand, 1965.

Dr. A. P. Sealy is the author of the following publications:

Sealy, A. P. 'Social Maturity Training Experience and Recidivism amongst Borstal Inmates', *Brit. J. Crim.*, 1971.

Sealy, A. P. *The Psychology of Delinquency Reform*, London, Batsford, 1972.

Roger Bullock is co-author of the following book:

Lambert, R., Milham, S. and Bullock, R. *A Manual to the Sociology of the School*, London, Weidenfeld and Nicholson, 1970.

D100

Radio Programme 9

THE FAMILY IN BRITAIN AND YORUBALAND

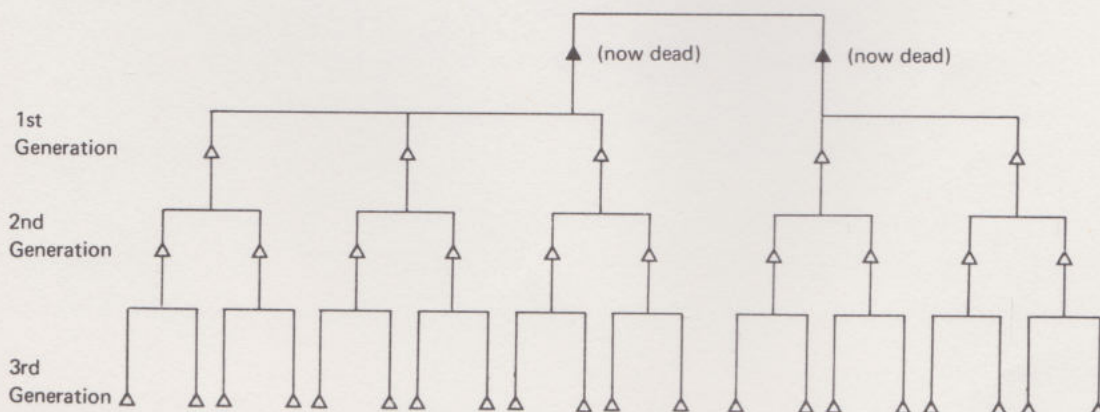
The two main aims of the programme are, first, to consider two *specific examples* to illustrate the general account in the correspondence text and the set books (this parallels the other examples in the Reader and the television programme); and second, to show how the family needs to be seen in the context of the wider society, to be fully understood. There are also some secondary themes: the programme helps to put the British family in a wider perspective; and it emphasises once again the variety of forms of the family and the way any member of a culture tends to think that his own form (which he has been socialised into) is the 'natural' one, requiring no explanation.

The programme involves comparison between two family systems, one in Britain, the other in Yorubaland in West Africa. There is a fuller discussion of the former in the correspondence text with reference to further reading, but the following notes on the Yoruba may be of interest to follow up after the programme.

The Yoruba of West Africa

The Yoruba live mainly in Western Nigeria, where there are currently about six million of them. They are well-known among sociologists because of their unusual combination of living in towns (which they already did in pre-colonial days) and at the same time relying primarily on farming for their living. They are also known for their long established kingdoms and for their world-famous art.

The Yoruba extended family (*ile*) discussed in the programme consists of several nuclear families living together, usually including more than two generations. For example one *ile* may include an old man, his sons, his younger brothers, and their sons, perhaps his cousins (on the father's side) and their sons, with all the wives and children of all these. This can be put diagrammatically, marking in just the men involved, but remembering that each man may have several wives and children.



For further details on the Yoruba you may find the following of interest:

- P.C. Lloyd, *The Yoruba of Nigeria* in J.L. Gibbs (ed.), *Peoples of Africa*,
New York, Holt, Rinehart & Winston, 1965.
- W. Bascom, *The Yoruba of South Western Nigeria*, New York, Holt,
Rinehart & Winston, 1969.
- D. Forde, *The Yoruba-speaking peoples of Nigeria*, 2nd ed. London,
International African Institute, 1962.

D100

Television Programme 6

SOCIALISATION

Two comments have been made with respect to the commentary on the final sequence in the programme, in which a psychiatrist interviews a psychopath.

First, it is said that the psychopath seems unable to predict the consequences of an anti-social act. It has been pointed out that the psychopath is *intellectually* capable of making such a prediction, but fails to 'generate' enough anxiety about the consequences to prevent the act.

Second, the overall impression was gained by viewing of the programme that the psychopath was said to be *totally* unsocialised. This is, of course, not true. What is true, however, is that a specific and important *aspect* of socialisation is missing, the conscience.

D100

Television Programme 7

THE MOTHER CHILD RELATIONSHIP

The programme is concerned with the evolution of the affectional bond between mother and child and is based upon the article by Harry F. Harlow sent to you earlier in the course (with Unit 1 correspondence material), 'Love in Infant Monkeys' — *Scientific American* offprint No. 429, June 1959. The graphs used in this programme, showing the amount of time spent with the cloth and wire mothers are to be found on page 4 of this article.

The second half of the programme is a discussion and the speakers are Dr. John Bowlby, Director of the Dept. for Children and Parents at the Tavistock Institute of Human Relations, London, a leading child psychiatrist and Dr. Donald Broadbent, Director of the MRC Unit of Applied Psychology in Cambridge, a leading experimental psychologist in this country. During the discussion Dr. Bowlby refers to the following articles which you can read for yourself should you wish to pursue this subject.

References

Ainsworth, M.D.S. and Bell, S.M. (1970)

'Attachment, exploration and separation illustrated by the behaviour of one-year-olds in a strange situation.' *Child Development*, 41, pp. 49–67.

Ainsworth, M.D.S and Wittig, B.A. (1969)

'Attachment and exploratory behaviour of one-year-olds in a strange situation.'

In *Determinants of Infant Behaviour*, Vol. 4, pp. 111–136. ed. Foss, B.M. London, Methuen.

Bowlby, J. (1958)

'The nature of the child's tie to his mother.'

International Journal of Psycho-analysis, Vol. 39, Part 5.

D100

Television Programme 8

ATTITUDES AND BEHAVIOUR

In the correspondence unit we have been discussing the formation and changing of attitudes and their relationship to overt behaviour.

In the TV programme we focus attention on the psychological dilemmas of people who may have conflicting attitudes because in a very real sense they are members of two cultural traditions at one and the same time. We illustrate this problem by looking at the attitudes towards courtship and marriage among young Greek-Cypriots living in London. These young people will be shown to be exposed almost exclusively to Greek-Cypriot influences until they go to school. Even then Greek-Cypriot influences continue since the Cypriots, like most other immigrant groups, have created their own social institutions — churches, schools, clubs — to reinforce the parents' efforts to socialise their children into a way of life they hope to preserve. However, clearly, these young people are also exposed to and influenced by the attitudes and values of people in the wider community. Cypriot and English customs and attitudes towards *courtship and marriage* are rather different and the programme focusses on how the people involved may deal with the resulting attitudinal conflicts.

In the programme we make use of a number of theoretical models discussed in the correspondence unit. We draw on the conceptualisation of *Kelman* to indicate that attitudes and values can be held with varying strengths (and hence some can be more easily changed than others) and we have illustrated some of the 'mental defense mechanisms' we may use to reduce 'cognitive dissonance'.

This programme, though focussing on the problems of members of an immigrant group is intended to illustrate the psychological conflicts we may all experience — that is, conflicts arising from a lack of correspondence among the different attitudes we hold about an issue or from a lack of correspondence between our own attitudes and those expected of us by others with whom we interact.

(This programme was written with the co-operation of Jeanette Murphy, a social psychologist who has spent several years studying the Greek-Cypriot community in London. You will see her on the programme and also Peter Loizos, a social anthropologist, at the London School of Economics.)

D100

Television Programme 9

TWO FAMILIES

The main aim of the programme is to present information about two *specific examples* to illustrate the general account in the correspondence text. A secondary aim, however, is to give you some further experience in the use of the sociological concept of 'function' and this is a useful preparation for one of this week's assignments when you will need to look at your family life with this concept in mind. The programme is, therefore, closely integrated into this week's course; it illustrates the general account in the correspondence text (and in the set books); it parallels the other specific examples in the Reader and the radio programme; it applies a concept discussed in the correspondence text and set books; and it lays a foundation for one of the assignments.

The two examples are a family in rural Ireland and a family in the village of Andheri in northern India. The following notes may be of interest to follow up after the programme.

1 A family in rural Ireland

The film sequence in the programme is an extract from a short BBC film, *The Mother*, produced by Brian Lewis. The particular example in the film is from a family in Foulksmills, C. Wexford. The general pattern is fairly typical of families in many parts of rural Ireland. One difference however is that though many Irish families are large¹, not all are quite as large as the twelve-children Redmond family depicted in the film². Another difference is that in some parts of Ireland families are less able to support themselves so extensively from the family farm and may also rely on money sent home by members who have gone away to work in the towns or abroad. Apart from these points, however, the general description of the Irish family in the programme gives a fairly accurate representation of farming families in Ireland as far as is possible within the limits of the programme.

¹ According to A. J. Humphreys, *New Dubliners* Routledge & Kegan Paul, London, 1966, p.70, more than two out of every three Irish families have three to nine children.

² Only about one tenth of Irish families have ten or more children, Ibid, p.70.

Further details of the family in Ireland can be found in the following works:

C. M. Arensberg and S. T. Kimball, *Family and community in Ireland* 2nd ed. Harvard University Press, Cambridge, Mass., 1968.

A. J. Humphreys, *New Dubliners*, Routledge & Kegan Paul, London, 1966, esp. chapters 1 and 3.

A. J. Humphreys, The Family in Ireland in M. F. Nimkoff (ed.) *Comparative family systems*, Houghton Mifflin, Boston 1965.

2 A family in Andheri

Andheri is a village in the Himalayan foothills of Northern India. It is part of a wider sub-Himalayan area where the peoples tend to share many features of the same general culture, one known as the 'Pahari' culture (Pahari just means 'hill people'). One of the distinctive features of this is the custom of polyandry in marriage. In other respects, however, the way of life in Andheri has much in common with that of Northern India in general. The caste system for instance (discussed further in Unit 17) is found widely outside Andheri.

The film sequence about Andheri is taken from a longer film series, *The family of man*, produced by John Percival. It appeared in 1970 as a series of six programmes on BBC television. (The series involves a comparative consideration of families in several different societies and so is well worth seeing as a whole.) The filming in Andheri was done in co-operation with a social anthropologist, Dr. Roger Ballard, who was working in the village at the time and was responsible for the research. Dr. Roger Ballard is at present still working on his research findings, so they are not yet available in print. However, if you wish to read further on the general area and about peoples with a similar culture to those of Andheri you will find the following works of interest.

B. Berreman, 'Pahari polyandry; a comparison' in P. Bohannan and J. Middleton (eds.) *Marriage, family and residence*, Natural History Press, New York, 1968.

G. Berreman, *Hindus of the Himalayas*, University of California Press, Berkeley, 1963.

D. N. Majumdar, *Himalayan polyandry*, Asia Publishing House, 1962.

List of functions mentioned in the programme

'Primary'	'Secondary'
Reproduction	Economic
Child Maintenance	Political
Social Welfare	Recreational
Socialisation	Religious
	Placement

